

Subject	Drama		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
10	<p>Component 1 - Devising. Students firstly select their own stimulus or stimuli, from which they will create an original piece of theatre. Groups are formed around their choice of stimulus and students follow a performer or design pathway. They recap their work on key practitioners from Y9, this time applying the ideas and practices to their chosen stimulus. Alongside the development of their practical work, they have written tasks which leads to the writing of their portfolio, explaining the creative process. (At the time of writing) Plans are in place for a public preview of the work prior to internal assessment. There are three observation points where the teacher will record how the individual students are progressing in the project, and these are used to inform the data collection points.</p>	<p>Component 1 is completed during the first half term. Students then undertake a series of written lessons to complete the written 1500 word portfolio, which focusses on six key questions. They use their notes taken in the previous term to do this, as well as departmental presentations accessed via an online blog, enabling students to work at different stages of the portfolio. Component 3. In the second half of the term We undertake our second study of The Crucible by Arthur Miller. Students focus in detail on the role of the Designer and the Director, looking at key extracts of the text. Students create in groups an overall vision of the play, looking at design elements such as Lighting, Sound, Costume and Set design.</p>	<p>Component 3: Theatre Makers in Practice - In the first half of the term students complete the second unit of The Crucible where they will look at exam questions and worked examples and answer exam style questions from the perspective of Director and Designer. 2. Live Theatre Evaluation: In the second half of the term (dependent of the date of the performance we can book) students study a Shakespeare play so that they know the main characters, plot and action of the play. They complete a workbook tailored to the play in lessons prior to their visit to enable them to do this and practice what they should be looking for in the performance. The students are taken to the RSC to watch a live performance, and complete the workbook in lessons.</p>